

LEA School Improvement Grants 1003(g) District Action Plan for Tier I: Transformation Model

Individual School Plan For Tier I Schools

Transformation Model – This document contains feedback from the OPI review team

School Name:	Lodge Grass High School	Tier:	I
District:	Lodge Grass	Intervention :	Transformational
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B.1 ANALYSIS OF SCHOOL'S NEEDS

Required Data Analysis:

- ☒ **CRT Data** – Attach the analysis of the NCLB Report Card Reports for 2006-2007, 2007-2008, and 2008-2009 that show CRT results for this school for all students as well as subgroups.
- ☒ **Attendance and Graduation Rates** - Include a copy of the School Report Card for 2008-2009 that shows the attendance and graduation rates by subgroup.
- ☒ **ELP assessment** – Complete the following chart showing the number of LEP students in the school and their results on the annual ELP assessments

OPI can provide LEP/ELP data and this is a required component of this grant.

School Year	Number of LEP students	# Tested on ELP Assessment	% Making Progress on ELP Assessment	% Attaining Proficiency on ELP Assessment
2007-2008				
2008-2009				

- ☒ Did this school have one or more **Scholastic Reviews** by an OPI site visitation team? What year(s)? Oct.-06 & May -09
- ☒ Has this school completed any of the **Correlate Categories** from the **5YCEP**? If so, indicate what categories and attach results. yes

Additional Areas to Consider for Data and Need Analysis: Check the box for each type of additional data or information that was used to consider the school's needs and choose the intervention approach.

Demographics <ul style="list-style-type: none"><input checked="" type="checkbox"/> enrollment<input checked="" type="checkbox"/> drop-out Rate<input checked="" type="checkbox"/> ethnicity<input checked="" type="checkbox"/> grade level<input checked="" type="checkbox"/> discipline incidents<input type="checkbox"/> other: unemployment rate, county	Curriculum <ul style="list-style-type: none"><input checked="" type="checkbox"/> alignment with MT standards & ELEs<input checked="" type="checkbox"/> research-based<input checked="" type="checkbox"/> implemented with fidelity<input checked="" type="checkbox"/> schedule for review & revision of curriculum<input checked="" type="checkbox"/> assessment data used to identify gaps<input checked="" type="checkbox"/> review process to determine if meeting needs of all students
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<p>Instruction</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> effective and varied instructional strategies (needed) <input checked="" type="checkbox"/> instruction is aligned to MT ELE <input checked="" type="checkbox"/> instruction is differentiated <input checked="" type="checkbox"/> system for timely & early interventions for low-performing students <input type="checkbox"/> teachers communicate high expectations to students <input checked="" type="checkbox"/> other: 	<p>Assessment</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> aligned with MT standards & ELEs <input checked="" type="checkbox"/> data from classroom assessments guides instruction <input checked="" type="checkbox"/> universal screening data for all students <input checked="" type="checkbox"/> progress Monitoring data , <input type="checkbox"/> other Formative Assessments <input checked="" type="checkbox"/> teacher observations <input type="checkbox"/> other:
<p>Professional Development</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> student achievement data determines pd priorities <input checked="" type="checkbox"/> professional development is job embedded <input checked="" type="checkbox"/> teacher evaluation process is aligned to research-based teacher standards <input checked="" type="checkbox"/> teacher evaluation process consistently applied <input checked="" type="checkbox"/> teachers receive ongoing & systematic feedback to improve instruction <input checked="" type="checkbox"/> teacher mentoring program <input type="checkbox"/> other 	<p>Supportive Learning Environment</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> effective classroom management strategies <input checked="" type="checkbox"/> school-wide behavior standards <input checked="" type="checkbox"/> attendance policy <input checked="" type="checkbox"/> cultural awareness and understanding <input checked="" type="checkbox"/> extended learning opportunities <input checked="" type="checkbox"/> effective school-parent communication elementary <input checked="" type="checkbox"/> parent & community engagement Colleen, <input checked="" type="checkbox"/> Social & emotional services & supports <input checked="" type="checkbox"/> physical facilities safe & orderly security cameras <input checked="" type="checkbox"/> other: Positive School Climate
<p>Other</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> master schedule & classroom schedules <input checked="" type="checkbox"/> perception surveys of teachers, parents, or students <input checked="" type="checkbox"/> implementation data for specific program or process detailed (work needs to be completed <input checked="" type="checkbox"/> administrator and teacher experience & qualifications (HQ <input checked="" type="checkbox"/> policies & procedures facilitate learning BP, work on procedures <input checked="" type="checkbox"/> teacher turnover & attendance rates <input checked="" type="checkbox"/> School improvement plans, Title I plans, grant application plans, etc. other: 	<p>Leadership</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> facilitate development & implementation of school goals <input checked="" type="checkbox"/> analyze student assessment data <input checked="" type="checkbox"/> leaders assist staff in understanding & using formative & summative assessment data <input checked="" type="checkbox"/> leaders monitor delivery of instruction <input checked="" type="checkbox"/> leaders monitor implementation of school improvement plan <input checked="" type="checkbox"/> leaders ensure staff trained in MT ELEs <input checked="" type="checkbox"/> leaders have support from district office or others

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For each type of data analyzed or area of need checked, including the CRT data, list the needs determined from that analysis, and what might be contributing to those needs (add rows as needed to the table):

Data Analyzed	Observations (Describe needs determined from data)
CRT data: Percentage reported include proficient and advanced	The number of students at proficient and advance continue to decline in reading and math. Student attendance, consistent-enforce behavior plans, instructional leadership, and students coming to high school with low skill attainment.
Graduation Rate	Graduation rates continue to decline and the dropout rate is increasing. Current HS Graduation rate: Spring 2010 52% Student attendance, consistent-enforce behavior plans, instructional leadership, and students coming to high school with low skills attainment.
Attendance Rate	Attendance rates continue to be an issue. HS: %
ELP Assessment	Vocabulary development needs to be emphasized.
Scholastic Review or Correlate Review	Due to changes in top leadership, suggestions made through the SRT process are only now beginning to be addressed. Both documents are included with SIG plan documentation.
Demographics	Lodge Grass School District is located on the Crow Reservation in Bighorn County in southeastern Montana. The reservation covers approximately 2,464,914 square acres. In 2009 The population was reported as 13,015. At that time, 24.5 % were living below the poverty level or 1 in 4 persons were living below the poverty level. (Bighorn County Website information) The community of Lodge Grass is made up of 87.8 % American Indian, 12.4 % White Non-Hispanic, .6% Hispanic, and .2 % other races. Lodge Grass schools serve approximately 361 students K-12. (2000 census report for Lodge Grass)
Curriculum	Lodge Grass School District is a member of the Alliance for Curriculum Enhancement (ACE). This consortium provides curriculum alignment to the state standards, teacher training and updated assessment information. Alignment to Montana Standards is in beginning stages. Staff (teachers and principals) request professional development on how to develop and implement lessons and units that align with the Montana Standards. ACE Consortium curricula have been adopted (no follow through with curriculum implementation) yet professional development is needed to implement fully. Rigor, relevance and relationship-student to teacher-need to be designed into the curricula.
Instruction	RTI, MBI, differentiated instruction, and other research-based strategies need to be fully implemented with fidelity to serve the needs of the students. Teachers need to communicate high expectations to students. With few exceptions, all classroom instructional materials are out dated needing current versions. Instructional leadership is needed.
Assessment	Pre & Post testing for baseline prior to the start of school year. MontCAS is used in grades 3-8 and 10. At the present time, an assessment system is not in place. Formative, interim and summative assessments are only partially aligned with Montana Standards and ELE's. Data from classroom assessment guides are only partially utilized. At the present time, there is no universal screening data. MAPS, AIMS Web are partially implemented but not used to its fullest extent. Math and Reading have assessments in place with new materials: SRA Corrective Reading, Bridges to Literature, McDougal Littell, Algebraic Thinking & Carnegie Math
Supportive Learning Environment	Classroom management strategies and school-wide behavioral standards are being developed with MBI support. The attendance policy needs to be updated, and then enforced by all staff. Extended learning opportunities need to be provided for all students. Effective school-parent communication strategies

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	should be continued past the elementary level and into the middle and high school years. Other local agencies need to be utilized in serving students and families. Continued emphasis needs to be placed on safe facilities. Facilities and learning environment need to be warm and inviting for students, staff, parents and community. Staff, student, and parent climate/culture surveys are needed to develop targets for improvement.
Professional Development	<p>Professional development will now be job-embedded, and on-going. The current calendar provides for PD prior to the start of school and is built into the weekly and monthly PLCT/PD schedule.</p> <p>PLCT/PD areas:</p> <ul style="list-style-type: none"> • attendance strategies • K-12 discipline plan in place and enforced • MBI—team approach • Institute for Educational Research and Service (trauma) • Building an Inclusive School Community (NCBI) • Continued work on correlates • student achievement data determines PD priorities • professional development job embedded • teacher evaluation process aligned to research-based teacher standards • teachers receive ongoing & systematic feedback to improve instruction • technology training (new soft and hardware) • instruction is aligned with Montana standards and ELE's • teacher mentoring program needs to be developed • Develop Professional Learning Communities (Karma) and Personal Professional Growth Plans • Paraprofessional staff must be included in relevant training and professional development. • Substitute teachers would benefit from training and professional development. • New teacher to the LG district must receive professional development that includes cultural awareness.
Leadership	<p>Strong, effective leadership is needed to</p> <ul style="list-style-type: none"> • facilitate the development of and implementation of school goals; • implement and enforce k-12 behavior plan; • keep staff focused on analyzing student assessment data; • monitor professional development and professional learning time • assist staff in understanding and using formative & summative assessment data and using it to inform instruction; • monitor (iWalkthrough) and improve the delivery of instruction; • monitor and ensure implementation of school improvement plan; • ensure staff development and training on MT standards and ELE; • School leadership must have support from district office and Board. • Board needs leadership training appropriate for policy making and governance. • New HS principal was hired by the school board in new school year 2010. New superintendent hired by the board in 2008.
Other:	Students, staff, parents and community surveys needed to gather, analyze and monitor perceptions of school improvement plan and effectiveness. All stakeholders receive notification of survey results. SIG team will develop an assessment tool by December 2010.
Other:	Power School tools need to be accessible and used by all staff. This will require ongoing infrastructure updates and ongoing professional development. Parent/student training on the uses of power school is needed.
Other:	Procedures for newly adopted policies need to be developed. Mentor teachers, board members; instructional coaches; student involvement; communication tools, teacher attendance and retention data--development of teacher attendance tracking device.

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B.2 ANNUAL GOALS FOR STUDENT ACHIEVEMENT AND GRADUATION

Using the analysis of data completed in B.1, describe the annual goals for student achievement on the state's assessments in both reading/language arts, math, and graduation rate (if applicable) that have been established for this school. Describe the process the district will use to monitor the school's progress on these goals. These goals are in addition to the determination of whether the school makes AYP. (See questions H-24, H-25, & H-26 in the Guidance.)

Goal Area	Goals	Baseline	Progress Monitoring Plan		Person Responsible
			Process	Timeline	
Reading/Language Arts	To increase the number of students who score at the Proficient level or above in reading by 10% each year as measured by the Mont CAS data	7 adv 6% prof 44% 8 adv 18% prof 24% 10 adv 0% prof 25%	Formative and Summative; program assessments; eligibility lists; F lists; report cards; 6-8 wk. reviews; MontCAS; measures of academic progress MAP Including: Corrective Reading, Bridges, and McDougal Little progress monitoring	Corrective Reading—every 10 lessons, Bridges-unit tests McDougal Littell-unit tests MAP-2 X's year; Assessment is pervasive and ongoing with report cards out every quarter along with data discussion and analysis in PLC time.	Administrative Leadership Team, Teachers, Instructional leader, SIG team, Reading SIG representative: Frances Bessileau Courtney Peterson
Math	To increase the number of students who score Proficient or above in math by 10% each year, as measured by MontCAS data	7 adv 0% prof 0% 8 adv 6% prof 12% 10 adv 0% prof 0%	Same as above including: Algebraic Thinking, Foundations, Math Recovery, Carnegie Math progress monitoring	Same as above	Same as above Math SIG representative: Roy Shelton Sherilyn Stratton
Graduation Rate	To increase the number of students graduating (on time) by 10% each as measured by district data reported to The OPI	2009-2010 52%	Same as above including: Credit Recovery, MT digital academy	Same as above	Same as above

B.3 & 4. ACTIONS AND TIMELINE FOR IMPLEMENTING MODEL

TRANSFORMATION MODEL

*NOTE: Each required activity **must** be addressed.*

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(1) Developing and increasing teacher and school leader effectiveness.

(i) Required Activities

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
<p>A) Replace the principal who led the school prior to commencement of the transformation model.</p> <p>This is a required part of this federal grant, and as such is not fundable as per federal guidelines-Supplement not supplant ESEA Title I part A section 1120A(b)</p>	Superintendent & Board		Completed and position filled
Describe how the district will replace the principal as part of the school's transformation model.			
In the case of a school that has replaced the principal within the last two years, describe other elements of this transformation effort that have been implemented during that time.			
What capacity does the district have to replace the principal?			
What barriers exist to replacing the principal and how will these be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
<p>B) Use rigorous, transparent, and equitable systems for evaluation of teachers and principals that take into account data on student growth and are designed and developed with teacher and principal involvement.</p> <p>This is a required part of this federal grant and all related expenses are figured into the main overall OPI Budget for SIG. The OPI will reimburse the district for the third-party evaluator as part of the SOPPAS system. Orientation will be provided by the OPI.</p>	MEA/MFT-OPI-Evaluation Task Force	June 29, 2010	TBD
Describe the planned evaluation system for teachers.			
Describe how the district will take into account data on student growth as a significant factor in improvement for teacher evaluations.			
How will multiple observation-based assessments of performance be utilized at the school for evaluation of teachers?			
How will ongoing collections of professional practice reflective of student achievement and/or increased high school graduation rates be utilized for teacher evaluations?			
Describe the planned evaluation system for the principal.			

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Describe how the district will take into account data on student growth as a significant factor in improvement for the principal evaluation.
How will multiple observation-based assessments of performance be utilized at the school for evaluation of the principal?
How will ongoing collections of professional practice reflective of student achievement and/or increased high school graduation rates be utilized for the principal evaluation?
What capacity does the district have to implement a new evaluation system for teachers and the principal?
What barriers exist to implementing this new evaluation system and how will these be overcome?
Describe how teacher and principal input was or will be used to design and develop these teacher and principal evaluation systems.
Action Steps/Person responsible for each step/Date each step will be done:
Resources:
Milestones/Assessment/Evidence:

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(C) Identify and reward school leaders, teachers, and other staff who have increased student achievement and /or high school graduation rates and remove those who, after ample opportunities to improve, have not done so. The OPI has state-level academic achievement awards identified for this component. This will need to be further developed with MEA-MFT and looked into for Year 2.	MEA/MFT-OPI Evaluation Task Force	June 29-2010	TBD
Describe the process the district will use to identify and reward school leaders, teachers, and other staff (as applicable) who have increased student achievement and/or high school graduation rates.			
Describe how staff will be removed who, after ample opportunities have been provided for them to improve their professional practice, have not done so.			
What capacity does the district have to implement a new reward system and removal system for teachers, school leaders, and other staff?			
What barriers exist to implementing this new reward and removal system and how will these be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

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Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
<p>(D) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching & learning and have the capacity to successfully implement school reform strategies.</p> <p>This is a required part of this federal grant and will be provided through OPI onsite SIG staff.</p>	OPI coaches, admin, certified and classified staff OPI representatives, outside sources	July 21, 2010	On-going
<p>Describe any strategies to be implemented to provide staff professional development that is ongoing and job-embedded (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction). (Add rows as needed to use a separate row for each specific activity or strategy.)</p> <p>Summer 2010-- OPI has set professional development opportunities for Language Arts and Math teachers and special education support staff.</p> <p>There is also an additional three days in which OPI will provide professional development for all teachers/staff, August 23th-25th. Agenda-attached.</p> <p>A staff survey and staff monthly reflection sheet of professional learning time and professional development will be developed by October 31, 2010.</p> <p>The weekly school schedule allocates a professional learning community time daily from 8-8:45 a.m. allowing all licensed staff time to collaborate on instructional strategies, analyze data, discuss student placements, MBI/RTI, school improvement issues, and plan new curriculum. The professional learning community process will be implemented during this time.</p> <p>The monthly school calendar allocates a professional development time for licensed staff one Wednesday a month from 2:30 – 4:30 allowing all licensed staff time to receive training from outside resources such as: MBI, Trauma, NCBI, PLCT trainer, Best Practices, teacher evaluation, Take One, etc. Per the current MOU staff will be paid for additional time beyond 3:35. Schedule will be provided in a timely manner.</p> <p>Beginning in October 2010 para-professional will receive professional development once a month directly after duty day for two hours allowing this staff time to collaborate on instructional and organized play strategies, MBI/RTI, and other school improvement issues. The professional learning community format will be used during this time.</p> <p>OPI coaches, task force, Administration Leadership Team, along with certified and classified representatives will continue to develop a comprehensive plan to address staff development needs that are job embedded.</p> <p><i>District Wide (K-12):</i></p> <ul style="list-style-type: none"> • <i>attendance strategies</i> • <i>K-12 behavior plan in place and enforced</i> • <i>MBI—team approach</i> • <i>Institute for Educational Research and Service (trauma)</i> • <i>Building an Inclusive School Community (NCBI)</i> • <i>Continued work on correlates</i> • <i>student achievement data determines PD priorities</i> • <i>professional development job embedded</i> • <i>teacher evaluation process aligned to research-based teacher standards</i> • <i>teachers receive ongoing & systematic feedback to improve instruction</i> • <i>technology training (new soft and hardware, i.e. internet, vision net, power school, smart boards, etc)</i> • <i>instruction is aligned with Montana standards and ELE's</i> • <i>teacher mentoring program needs to be developed</i> • <i>Develop Professional Learning Communities (Karma)</i> • <i>Paraprofessional staff must be included in relevant training and professional development.</i> 			

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- *Substitute teachers would benefit from training and professional development.*
- *New teachers to the LG district must receive orientation that includes cultural awareness and is provided by a team of current staff members.*

7-12 Language Arts and Math teachers will be provided professional development for new core and intervention materials/programs.

How will the professional development be designed with input from school staff?

Administrative Leadership Team will use the staff professional development survey (Oct., 2010-staff input), the monthly professional development reflection sheets (staff input), and student data to guide future professional development.

What capacity does the district have to provide professional development that is closely aligned with the instructional program, and will be geared to the specific needs within this school?

Professional development is contingent upon planned activities with languages arts, Carnegie Math, Math Recovery along with the OPI sponsored week. To ensure seamless flow from elementary to high school, professional development and on-going support of math initiatives in the elementary setting, i.e. *Every Day Math*.

Additionally, funding support is provided through Title One, SIG funding, and general funds. Staff development topics will be identified based on student achievement data with scheduled training dates beginning in July and continuing in August and throughout the school year. In the new school daily schedule and yearly calendar time has been afforded for continued conversation and collaboration on various staff development topics as well as data conversations.

What barriers exist to implementing these professional development strategies and how will these be overcome?

In the past, organization, time, finances, expertise, commitment, professional attitudes, communications and accountability have been barriers. One shot wonder professional development has not been successful in the past.

Professional development was not based on student data trends.

Staff buy-in must be garnered through continuous communication and team building experiences. The Administrator Leadership Team (ALT)) must be diligent in keeping all communications open and transparent. Consistent monitoring of action plans and SIG team recommendations and goals must be adhered to by all stakeholders, including the Board of Trustees, administrators, teachers and support staff. In order to better facilitate communication for all stakeholders a district website must be set up for easy access to information. This website must be updated and maintained at all times.

Informing other stakeholders and the school board about the importance of support of administrators licensed and support staff in the implementation of new programs and initiatives. This will require periodic checks from district leadership as well as the Transformational Leader to ascertain overall knowledge and understanding of the new initiatives.

Action Steps/Person responsible for each step/Date each step will be done:

OPI coaches, administration, SIT team will create a professional development needs survey. This will be completed by **October 31, 2010** and the plan will be developed within a short period of time. The Professional Development Plan will be re-visited at quarter breaks to ensure effectiveness. Plans to include all curricula areas and research-based teaching practices. The Administrative Leadership Team will continue to monitor PLC time and early out professional development for effectiveness (including review of monthly professional development reflections).

Resources: State, Local, Federal funds, including SIG

Title money for professional development

Professional resources to be purchased and housed in a professional library within each school library.

Milestones/Assessment/Evidence:

Staff will evaluate the professional development and provide feedback on a monthly basis. Rosters will be maintained for each training (including 8-8:45 a.m.) to assist SIG in capturing numbers of staff served.

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Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
<p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.</p> <p>This will need to be further developed through collaboration with OPI MEA-MFT and the local Labor/Management Team and looked into for year two (2).</p>	MEA/MFT-OPI-Evaluation Task Force	June 29, 2010	On-going
Describe the ways in which staff will receive financial incentives for achievement gains at this school.			
Describe the ways in which staff will be provided opportunities for promotion and career growth.			
Describe any flexible working conditions designed to recruit, place, or retain staff that will be implemented.			
How will the district actively seek to retain staff with the skills needed to make achievement gains at this school?			
What capacity does the district have to implement new strategies for recruitment and retention of staff with the skills necessary to meet needs of the students in a transformation model?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

(1) Developing and increasing teacher and school leader effectiveness.

(ii) Permissible Activities

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
<p>(A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school. (optional)</p> <p>This is not considered part of this federal grant and no funds are budgeted for this portion.</p>	MEA/MFT-OPI-Evaluation Task Force	June 29, 2010	On-going
Describe any additional compensation that will be provided to attract and retain staff.			
What capacity does the district have to implement new compensation?			
What barriers exist to implementing new compensation and how will these be overcome?			
The frontier setting of Lodge Grass, lack of teacher housing, local economic climate, and teacher mentors.			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			

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Milestones/Assessment/Evidence:

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Instituting a system for measuring changes in instructional practices resulting from professional development. (optional)	Year Two Work		
Describe the system for measuring changes in instructional practices resulting from professional development.			
What capacity does the district have to implement the new system for measuring changes in practice?			
What barriers exist to implementing a new system for measuring changes in practice and how will these be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority. (optional)		NA	
Describe the process for ensuring that a school will not be required to accept a teacher without the mutual consent of the teacher and principal.			
What capacity does the district have to ensuring mutual consent?			
What barriers exist to implementing mutual consent and how will these be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

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(2) Comprehensive Instructional Reform Strategies

(i) Required Activities

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
<p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.</p> <p>Budget narrative identifies funding for technology personnel to fulfill this requirement. It is the OPI's understanding that the district currently employs a technologist. The OPI –SIG will assist the district with additional professional development for technology by providing up to \$10,000. The funds can be used for training, consulting services and technical assistance. (This will be done through an OPI contract with the firm.)</p> <p>Technology audit completed summer 2010 provides valuable analysis of district technology needs and resources. Budget narrative further identifies funding for staff development related to instructional practices. This is a required part of this federal grant and all related expenses are figured into the main overall OPI budget for SIG.</p>	Principals with OPI coach support-Supt. teachers	Fall--2010	Ongoing
<p>Describe how the district will use data to identify an instructional program that is research-based. It will be with the support of ACE and training related to vertical alignment.</p> <p>The District has agreed to implement research based instructional programs recommended by the Office of Public Instruction in the areas of high school reading and math. PLC, professional development time and ACE trainings will be used to identify instructional programs that are research-based.</p>			
<p>Describe how the district will ensure that the instructional program is vertically aligned from one grade to the next.</p> <p>K-12 PLC and professional development time will be used for this purpose. The ACE Consortium assists the Lodge Grass School District with alignment of curriculum to the Montana State standards as well as common assessments. Curriculum specialists from the OPI are aligning the newly acquired instructional programs in reading and math to the Montana State reading and math standards and ELE's.</p>			
<p>Describe how the district will ensure that the instructional program is aligned with the Montana essential learning expectations.</p> <p>Same as above. Additionally, the OPI has provided all reading and math staff with pacing guides to support the implementation of the new programs. The District will develop a curricula review cycle to address this issue. Data will also be noted in iWalkthroughs, teacher evaluation, lesson plans and part of the Mentoring program.</p>			
<p>What capacity does the district have to identify and implement an aligned research-based instructional program?</p> <p>At the present time, Lodge Grass relies on ACE for their services.</p> <p>In addition, the OPI is providing on-site job-embedded professional development and staff support, and are figured into the main overall OPI budget for SIG.</p>			
<p>What barriers exist to implementing an aligned, research-based instructional program and how will these is overcome?</p> <p>At present there is a lack of consistent data, having what data there is shared, understood and used by the teaching staff, so data directed-teachable point can drive instruction. Certificated staff members need professional development on and utilization of the ACE curricula support documents and ELE's.</p> <p>Implementation of the new reading and math instructional programs with fidelity is not solid at this time. The</p>			

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administrative staff will need additional support in their role as instructional leaders. In order to accomplish fidelity certified reading and math staff will need on-going support to effectively implement the new programs and the instructional strategies. The OPI Instructional Leader will be integral to the success in reaching this target.

Placing students based on placement assessment; flexibly grouping with on-going monitoring in areas of need; and staff professional development of instructional strategies and formative assessment will require consistent placement procedures, staff knowledge of how to group students based on assessment data, and staff confidence and knowledge in assessment information driving instruction. The administrative team will require additional training and support in data analysis and placement procedures. The Transformation Leader will be instrumental in supporting the administrative team.

The PLC time and early out professional development time that has been created will assist all staff in collaboration on these topics. Through classroom observation, staff development and coaching support the staff will garner tremendous support. This will assist staff in acquiring fidelity.

Technology is another barrier in the implementation of the new instructional programs. The district needs a full time IT person to assist in infrastructure, data collection, professional development on hardware and soft, and website upkeep.

The staff has limited access to research, resources and materials to assist their overall professional growth. The high school library is not automated, at present. There is a need for library services to be assessed and reviewed as far as logistical location of materials and resources and access to these materials by all staff. It is imperative that both libraries meet all state and national standards for materials acquisition and a positive learning environment for students and staff. The media specialist must be involved in this review and planning.

Action Steps/Person responsible for each step/Date each step will be done:

OPI coaches, administration to provide copies of the ACE curricula areas for all teachers for their teaching areas and responsibilities. This will be completed the first full week of school.

On-going PLC and professional development throughout the school year.

Resources:

All materials and resources need to be in the hands of teachers and students—no excuses.

Milestones/Assessment/Evidence:

Lesson Plans will be reviewed by administration and evidence will also be part of the iWalkthrough observations.

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
<p>(B) Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>The OPI will provide ongoing resources and professional development for the 3-year implementation plan of the RTI model. Year 1 activities include implementation of core curriculum of reading, math and intervention programs. Additional activities will include differentiated instruction, progress monitoring, and formative assessment of instruction.</p>	OPI coaches, administration, teachers	August 2010	Ongoing
<p>Describe how the district will promote the continuous use of student data (formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>The District must first complete an inventory of what data is presently being utilized and collected; review what other data may be available, and begin collecting any other needed data. This data must be disaggregated to a point that makes it understandable and teacher friendly. Professional development pertaining to differentiated instruction</p>			

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and data driven educational decisions to impact individual student success should be provided.

Computer access to data must be in place for teachers and administrators to easily access—professional development on how to use this computer support is needed. The Administrative Leadership Team must meet regularly (at least once a month) to discuss formative, interim, and summative assessments. The new schedule provides time for staff and leadership to collaborate and discuss data. The staff that is currently trained in MAP will provide professional development; however, further training is needed in all areas of assessment for all staff.

What capacity does the district have to continuously use student data (formative, interim and summative assessments) to inform and differentiate instruction?

At the present time, the District has a limited data collection/review practice. The CRT scores are reviewed at a district/school level but not at the individual classroom and student level. Power school data is collected on a limited basis and the data is not perhaps understood by all stakeholders. MAP testing has been utilized for the first time last spring. All data is not disaggregated to its fullest extent to be used for student improvement.

What barriers exist to using student data to inform and differentiate instruction?

At the present time, many teachers have not had the professional development to use data on a daily basis. There are also technology limitations and time issues. There is no common language as to what differentiated instruction is—it is many different things to many different people.

Staff background knowledge in formative and summative assessment and how to use it to inform instruction is an area of professional development. Maintaining standardization in test protocol is a top priority. Technology upgrades to provide data access to all K-12 staff.

The ability to have one administrative staff person assigned to support data conversations with staff on a one-to-one basis.

Action Steps/Person responsible for each step/Date each step will be done:

OPI coaches, administration, teachers and other interested stakeholders and tech support will meet to review what data is being collected and how it is being utilized to penetrate the classroom level. This will be completed by October 31st, 2010. ACE will provide an intensive workshop pertaining to differentiated instruction on September 13th, 2010.

Resources:

OPI and ACE expertise will be needed.

Milestones/Assessment/Evidence:

Teacher evaluations, classroom-observations, iWalkthroughs, usage of student data.

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(2) Comprehensive Instructional Reform Strategies

(ii). Permissible Activities

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
<p>(A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective. (optional)</p> <p>Budget narrative requests funding for 1.0 FTE for math teacher which is not explained in this DAP. It is the OPI's understanding that an additional teacher has been hired. If hiring a math specialist would help the district fulfill the district's increased focus on math instruction, please identify needed funds and add to Year 2. In addition, district needs to verify and assure existing math staff are properly certified and endorsed. The OPI will contract with outside consultants associated with the statewide SLATE grant to provide ongoing training and technical assistance for staff technology needs.</p>	OPI coaches, administration, teachers, other stake holders	August, 2010	Ongoing
<p>Describe how the district will conduct periodic reviews to ensure that the curriculum is being implemented with fidelity.</p> <p>A Curriculum Review Taskforce will be developed to review each curricula area. Teacher observations including iWalkthrough's, lesson plans and various testing data will be reviewed on a regular basis with support from ACE Consortium.</p>			
<p>Describe how the district will determine that the curriculum is having the intended impact on student achievement.</p> <p>Various ongoing assessments will be given and data reviewed. 5 year curriculum review cycle with ACE that includes a materials review, and uses student achievement data to make curricular decisions.</p>			
<p>Describe how the district will ensure that the curriculum is modified if found to be ineffective.</p> <p>ACE support will be called upon in the event this is necessary along with specialist from OPI. Standards should be posted in classrooms</p>			
<p>What capacity does the district have to ensure that the curriculum is being implemented with fidelity, is having the intended impact, and is modified if ineffective?</p> <p>At the present time, the district lacks this capacity and would hope the OPI administrative and instructional coaches along with OPI specialist would provide and share this expertise. Building administrator mandate: lesson plans are aligned with standards and are indicated on plan. Teachers will need assistance from ACE to provide needed training on standards based instruction.</p>			
<p>What barriers exist to ensuring that the curriculum is implemented with fidelity and is effective and how will these be overcome?</p> <p>The barriers include: professional development for new math, language arts, funding, technology issues, time, seamless transitions between the schools and grades. There currently is not a curriculum review cycle that includes materials. Time and communication are barriers, and instructional leadership PLC time must support the curriculum and supported by building administrators/departments.</p>			
<p>Action Steps/Person responsible for each step/Date each step will be done: A Curriculum Task Force consisting of administration, OPI representatives, teacher, Board member, parent and other stake holders will be developed and active by October 31st, 2010.</p>			
<p>Resources:</p> <p>Federal Programs, SIG, in-kind, local funding sources.</p>			
<p>Milestones/Assessment/Evidence:</p> <p>The 5YCEP goals will insure this process review.</p>			

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Student achievement data collected from MAPS, CRT, and all new reading and math materials/programs.
Curriculum Task Force will be in place by October 31, 2010 and meet during PLC time monthly.

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Implementing a schoolwide response to instruction/intervention (RTI) model. (optional) The OPI will provide ongoing resources and professional development for the 3-year implementation plan of the RTI model. Year 1 activities including implementation of core curriculum of reading, math and intervention programs. Additional activities will include differentiated instruction, progress monitoring, and formative assessment of instruction.	OPI, Admin, Teachers to develop plan to implement in year 2.		
Describe how the district will implement an RTI model at the school. Include a description of all tiers of instruction/intervention, the core curriculum for Tier I, the interventions and progress monitoring tools for Tier II, and the process for selecting interventions for Tier III. Include a description of the current status of RTI as well as enhancements/extensions to the model through this application.			
What capacity does the district have to fully implement a schoolwide RTI model?			
What barriers exist to fully implementing RTI and how will these be overcome? There is a lack of training of all staff including support staff, lack of common language K-12 and fidelity to the implementation by all stakeholders.			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content. (optional) OPI onsite staff will work with other OPI units as needed.	OPI, and admin, will review this area, SPED, LEP, during year one and make recommendations for year 2.		
As applicable, describe how the district will provide additional supports to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment. In year one, teachers and administrators will have the support of the OPI SPED staff on a monthly basis, and PLC time will be used as needed. The time spent will provide a foundation for future work in years two and three.			
As applicable, describe how the district will provide additional supports to teachers and principals in order to implement effective strategies to ensure that limited English proficient students acquire language skills to master academic content. Professional development time will be spent with the OPI SPED staff on a monthly basis and PLC time will be used			

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as needed.
What capacity does the district have to provide additional supports for students with disabilities and/or limited English proficient students? The district has the capacity to provide additional supports for students.
What barriers exist to providing additional supports for students with disabilities and/or limited English proficient students and how will these be overcome? Time for regular education teacher professional development in these areas (students with disabilities and ELP) as students are moved to least restrictive environments. Well stated, well training and consistently applied referral process. Lodge Grass District does not currently have a qualified speech therapist.
Action Steps/Person responsible for each step/Date each step will be done: Administration will work closely with OPI SPED staff that will be on-site at least once a month.
Resources: OPI SPED staff (Betty) is assigned to Lodge Grass Public School.
Milestones/Assessment/Evidence: Student engagement as evident in administrative walk-throughs.

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(D) Using and integrating technology-based supports and interventions as part of the instructional process. (optional) Budget narrative requests funding for library specialist which is not explained in this DAP. See section (2)iA for OPI response to request for additional technologist FTE. The OPI will contract with outside consultants associated with the statewide SLATE grant to provide ongoing training and technical assistance for staff technology needs. The OPI will assist the district in identifying alternate resources within the current district budget if needed for VisionNet and additional hardware/software needs.	Administration Leadership Team	October, 2010	Ongoing
Describe how the district will integrate technology-based supports and interventions as part of the instructional process. It has been some time since the district has completed a technology plan, however technology review has recently been completed. A technology committee will be formed, utilizing all stake holders to analysis this review and come up with a technology plan. Part of the technology plan will be professional development for the staff on using new hardware and software. Community needs will also be on the agenda. The most urgent concern is the implementation of Carnegie Math.			
What capacity does the district have to integrate technology-based supports and interventions? At present, the district has only a part-time IT person.			
What barriers exist to integrate technology-based supports and interventions and how will these be overcome? There is a lack of a full time IT person to quickly take care of technology issues and provide professional development of the technology that is currently in the building. There is a lack of hardware: elmos, smartboards, wireless, etc. There is a lack of infrastructure: working internet, e-mail, etc.			
Action Steps/Person responsible for each step/Date each step will be done: Human resources will capture a full time IT employee by October 31, 2010.			

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Resources: Nemont will provide wireless access to the Lodge Grass community
Milestones/Assessment/Evidence: Integration of technology into the classroom as observed by administration walkthroughs.

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
<p>(E) In secondary schools, increase rigor, improving student transitions, increasing graduation rates, and/or establishing early warning systems for at-risk students as described below. (optional)</p> <p>Budget narrative requests 4.0 FTE (2 of which are in the elementary grades and 1 is for a Credit Recovery Specialist). The OPI will work with the district and other SIG schools to identify appropriate credit recovery supports and pay for existing staff to provide services beyond their existing hours. The OPI will assist the district in identifying alternate resources within the current district budget and alternate strategies to address concerns voiced in the budget narrative.</p>	Admin, Board, OPI, teachers, MEA-MFT other stakeholders and community services.	September 1 st , 2010	Ongoing
<p>(1) As applicable, describe how the district will increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework.</p> <p>A teacher/administrator committee will be established to look at various ways of extending the school day and opportunities for all students. Alternative setting opportunities for students, various course opportunities, including dual credit and/or courses of interest to encourage students to remain in school with a vocational goal will be studied. Montana Digital Academy, Vocational Ag., enforce attendance policy. This work can be done during the PLC time.</p> <p>The OPI is providing onsite staff support for these kinds of activities and will provide research-based supports throughout the grant period to assist the district in their efforts to provide rigor and relevance.</p>			
<p>(2) As applicable, describe how the district will improve student transition from middle to high school through summer transition programs or freshman academies.</p> <p>The above mentioned group will research summer school for non-proficient students entering 7th grade. 6th and 7th grade “Buddy Day” at the High School. Freshman Academy will also be researched and decision will be made by the spring of 2010.</p> <p>The OPI is providing onsite staff support for these kinds of activities and will provide research-based supports throughout the grant period to assist the district in their efforts to provide rigor and relevance.</p>			
<p>(3) As applicable, describe how the district will increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills.</p> <p>The above mentioned group will look at various service agencies of the area to best utilize their services for the students. Opportunities for students as alternatives to suspension from school. Credit recovery will also be reviewed for students in need including other services such as day care. Cultural needs/opportunities will also be part of this review.</p> <p>Ongoing data collection of graduation rates and attendance rates will be shared with staff during the professional</p>			

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<p>development time by the Administrative Leadership team, and intervention strategies will be shared. Donnie Wetzel, OPI Student Support Specialist will assist staff to develop connections with families and community services.</p> <p>A credit recovery plan is in place, however this plan need to be reviewed and updated as needed.</p>
<p>(4) As applicable, describe how the district will establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.</p> <p>This group will also review a process to identify these students of need. Principal/Secretary/HS counselor must have frequent parental contact for at-risk students. F-list letters generated at mid-term and communicated with home. Get parents involved in power school which would involve evening training, and a possible kiosk somewhere in town.</p> <p>Students at risk of failing to achieve to high standards or graduate is a K-12 concern, therefore, the addition of 2.0 FTE teachers at the elementary level to create solid foundations for students matriculating to high school is needed.</p>
<p>What capacity does the district have to implement the above-described strategies?</p> <p>At the present time, the district has limited capacity, but there is a huge need in the community. It is important to address the dropout rate along with doing what can be done to lure the recent dropouts back into the educational program-digital programs for credit recovery and alternative setting</p>
<p>What barriers exist to implement the above-described strategies and how will these be overcome?</p> <p>There will be a need to look at restructuring resources to implement this.</p> <p>Funding sources along with OPI's expertise in assisting this goal will be reviewed.</p> <p>Student attendance.</p>
<p>Action Steps/Person responsible for each step/Date each step will be done:</p> <p>The above mentioned group will have recommendations ready for implementation by second semester.</p> <p>Digital academy will enroll students immediately after school begins.</p>
<p>Resources:</p> <p>Various funding sources, an empty wing along with some empty classrooms are available for use for students and any service agency office space. Lodge Grass has the elementary south 400 wing available, at this time.</p>
<p>Milestones/Assessment/Evidence:</p> <p>Partial implementation serving this population by second semester, January, 2011.</p>

(3) Increasing Learning time and creating community-oriented schools

(i) Required Activities

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
<p>(A) Establish schedules and strategies that provide increased learning time that significantly increases the total number of school hours to include additional time for (a) instruction in core academic subjects, (b) instruction in other subjects and enrichment activities, and (c) teachers to collaborate, plan, and engage in professional development (as defined in Appendix A).</p> <p>Budget narrative requests funding for Vo-Ag teacher, supplies, and reading recovery tutor. The OPI-SIG will fund ½ of the salary and benefits of the Vo-Ag teacher and \$30,000 of supplies and will assist the district in identifying alternate resources within the current district budget and outside grants and other OPI units.</p>	Administration, OPI, MEA/MFT, all other stakeholders	2010-2011 School year	Ongoing
<p>Describe how the district will establish schedules and strategies that provide increased learning time for instruction in core academic subjects.</p> <p>A teacher/administrator group will look at flexible schedules, including early starts-early outs for individual teachers, or late starts and late outs for other individual teachers such as the alternative school previously discussed. Opportunities for remediation/credit recovery along with summer school will also be implemented. This work will be done before spring 2010.</p>			

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Describe how the district will establish schedules and strategies that provide increased learning time for instruction in other subjects and enrichment activities.

At the present time, a late start 9:00 am has been implemented. During the 8-9:00 hour licensed staff are in PLC or professional development time. The reading and math period time has been extended to conform to new materials/programs.

Prior to the 2011-2012 school year, the appropriate stakeholders, administration, and labor management team will determine what the schedule will look like and the strategies will be determined after these discussions. It will be important for the parents and teachers to be involved in any decision the changes the schedule.

The OPI Community Liaison has been hired and will assist the district in identifying and developing community partnerships including the boys and girls club to support this need.

Describe how the district will establish schedules and strategies that provide increased learning time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.

As previously mentioned these stakeholders will determine what these schedules look like including the possibilities of professional development and child centered planning activities (enrichment) being held on Saturdays.

What capacity does the district have to establish schedules and strategies that provide increased learning time?

At the present time, the district will need assistance and guidance to spell out these schedules and strategies.

What barriers exist to establishing schedules and strategies that provide increased learning time and how will these be overcome?

Past practices in terms of length of day and school year will create many discussions. Funding and parent/student acceptance will also be considerations.

Action Steps/Person responsible for each step/Date each step will be done:

The group that will work on schedules and extended day will have time to meet during the year and in June and August.

Resources:

Community liaison

Milestones/Assessment/Evidence:

Schedules and strategies in place prior to the school year starting.

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Provide ongoing mechanisms for family and community engagement. Budget narrative requests \$10,000 for parent programs which could be partially funded by the Title I program. The Community Liaison position will also have <u>some</u> funding for this purpose.	Admin, OPI Coaches, Community Liaison, Board, parents,	August, 2010	Ongoing
Describe how the district will provide ongoing mechanisms for family and community engagement. A committee will be established to work with the community liaison to look at possible connections to existing school programs, and grow the marriage of school/family and community. In addition to traditional activities such as home visits, open houses, back to school nights, etc. other activities including volunteers, Elders, parental workshops, will also be considered. OPI is currently hiring one .75 FTE Community Liaison for each SIG school community. In addition, OPI has hired a Youth Outreach Coordinator who will work with the Community Liaisons to coordinate community-school partnerships and youth engagements activities. Research-based programs for family involvement will be implemented to assure meaningful, sustainable involvement of families in the school. In addition, adult educational activities will be established starting in the fall/winter 2011 to support families' advanced educational opportunities. Community support for a Vo-Ag teacher was strongly expressed and the support of start up costs for this program.. FFA helps community with growth of future leaders, community use shop, and equine program, etc. Budget for start			

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up attached.
<p>What capacity does the district have to provide ongoing mechanisms for family and community engagement?</p> <p>The district has two Home-School Coordinators, but this has had limited effectiveness in improving home-school communication and parental involvement. The Home-School Coordinators will be involved with the OPI Community Liaison to maximize efforts. With the Community Liaison coming on board, the home-school coordinators will also benefit. Most SIG schools have a school/family coordinator who helps to link the family with the school. These staff will work with the community Liaison to build the district's capacity to engage family and community. Where possible, parent/community rooms will be maintained for family members to visit the school.</p>
<p>What barriers exist to implementing ongoing mechanisms for family and community engagement and how will these be overcome?</p> <p>School to home communication directly between the teachers and families is weak. Pay for teachers to work with community after school hours. Incentives for parents/community members to come to school sponsored events. Incentives for students. Teachers trained in how to make regular home visits along with increasing communication with parents. Current barriers are a lack of time to engage the community in school activities, and a perceived need for more supportive instruction for family members to in turn support their children's school aims. These barriers will be overcome through the availability of additional personnel and program development supports from OPI. Starting in Fall 2010, the OPI will have an AmeriCorps planning grant that will explore ways to incorporate AmeriCorps and VISTA into the SIG program.</p>
<p>Action Steps/Person responsible for each step/Date each step will be done:</p> <p>Administration, OPI coaches, Community liaison, home-school coordinators will develop a plan of action.</p> <ol style="list-style-type: none"> 1. Hire Youth Outreach Coordinator-OPI-Completed 2. Hire Community Liaison-OPI-Pending 3. Assess current community & school activities-Fall, 2010 4. Develop program components for family & community engagement-Fall, 2010 5. Begin to implement program components-Late Fall, 2010 6. Assess program components-Spring, 2011 7. On-going supports-2011-2012
<p>Resources:</p> <p>Various local, SIG, and Federal Program funding. OPI; LEA; research based program interventions</p>
<p>Milestones/Assessment/Evidence:</p> <p>Plan developed, communicated with all stakeholders, and implemented.</p>

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(3) Increasing learning time and creating community-oriented schools (ii) Permissible Activities

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
<p>(A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies (including tribal councils or Native organization), and others to create safe school environments that meet students' social, emotional, and health needs. (optional)</p> <p>The OPI Community Liaison will have <u>some</u> funding for this purpose.</p>	Admin, OPI Coaches, Community Liaison, Board, parents, community service agencies	August, 2010	Ongoing
<p>Describe how the district will partner with parents, organizations or agencies to create safe school environments that meet students' social, emotional and health needs.</p> <p>Lodge Grass District has an MOA with one of the tribal programs. This may be one avenue for the tribe and school to create a partnership. The MOA needs to be reviewed and possibly updated. School tribal collaboration must be developed and maintained in the school improvement process.</p> <p>OPI is currently hiring one .75 FTE community Liaison for each SIG school community. In addition, OPI has hired a Youth outreach Coordinator who will work with the Community Liaisons to coordinate community-based partnerships with the tribal colleges, Tribal Council, area agencies and state-based agencies. In addition, OPI staff at the state-level will work to encourage local collaborations in the areas of health, mental well-being and safety.</p> <p>The district will create opportunities for the Home School Coordinators to work with the Community Liaison (OPI position) and families. On-going training for the Home School Coordinators to meet the students and families social, emotional and health needs.</p>			
<p>What capacity does the district have to partner with the organizations or agencies as described above? The district will offer office space within the school for these various service agencies to maximize opportunities and services for students and their parents.</p> <p>The LEA's school counselors, Home School coordinators, and interested administration and board trustees will be asked to participate in the development of community partnerships; key LEA staff will be asked to participate in the community partnership initiatives.</p>			
<p>What barriers exist to partnering with organizations and agencies and how will these be overcome?</p> <p>Time and communication opportunities with various agencies has not always been a priority or available. State and federal funding for these agencies has also been cut.</p> <p>Very rural, remote areas are often challenged to find quality support services; OPI will work with the LEA to support the development of institutional relationships with area organizations, as well as work with state-level organizations to develop new partnerships. Starting in Fall 2010, the OPI will have an AmeriCorps planning grant that will explore ways to incorporate AmeriCorps and VISTA into the SIG program. Lack of consistent training for Home School Coordinators.</p>			
<p>Action Steps/Person responsible for each step/Date each step will be done:</p> <p>Admin, OPI coaches, including community liaison will develop a listing of these various agencies to contact. The superintendent will develop the MOA and offer office space. Timeline—October 1st, 2010</p> <ol style="list-style-type: none"> 1. Hire Youth Outreach Coordinator-OPI-Completed 2. Hire Community Liaison-OPI-pending 3. Work with DPHHS and HIS for school related activities-Fall, 2010 4. Assess current community partnership opportunities-Fall, 2010 5. Begin AmeriCorps planning process-Fall, 2010 6. Develop program components for community partnerships-Fall, 2010 7. Assess program components-Spring, 2011 8. On-going supports-2011-2012 			
<p>Resources:</p> <p>Various local, SIG and Federal Program funds.</p>			

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OPI; LEA; state and local organizations; research based program interventions
Milestones/Assessment/Evidence: MOA's completed and services being provided for students and parents.

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff. (optional) In the narrative you stated the barrier as the CBA – this should not be an issue as per the MOU. The OPI is providing onsite staff support for these kinds of activities and will provide research-based supports throughout the grant period to assist the district in their efforts to provide rigor and relevance.	Administration, OPI, MEA/MFT, all other stakeholders	August 2010	Ongoing
Describe how the district will extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff. As previously mentioned in extending the school-day-year, this will be discussed and a determination will be forthcoming during these discussions.			
What capacity does the district have to extend or restructure the school day? The district has the capacity to extend or restructure the school day.			
What barriers exist to extending or restructuring the school day and how will these be overcome? The barriers include funding issues for extending the school day within the terms of the CBA.			
Action Steps/Person responsible for each step/Date each step will be done: Discussions and implementation to be completed by the first day of school.			
Resources: Local, SIG, and Federal Program funds			
Milestones/Assessment/Evidence: School year 2011-2012			

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment. (optional) The OPI will assist the district in providing support through MBI and coordinate additional support through the community liaison's tribal partnerships.	Admin, OPI, MBI coach & team, teachers, all stakeholders.	June 21, 2010	Ongoing
Describe how the district will implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment. A school climate survey (student) was completed by the student representative on the SIT. A MBI specialist has been working with the district over the past year. A new student handbook is being updated and will be completed during the 2010-2011 school year. OPI is also providing Montana Behavioral Initiative coaches to work with each school on devising an MBI program to help create a better school climate. OPI is also contracting with the National Native Children's Trauma Center, based at the			

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<p>University of Montana, to provide trauma awareness and intervention work with students and staff, as well is contracting with the National Coalition Building Institute in Missoula, MT to provide team-building supports for schools.</p> <p>The OPI is also in discussion with providers of mental health services to explore increasing mental health services at the schools.</p> <p>An SRO for creating a safe and positive climate for students and staff—BIA may help with this staff wage.</p>
<p>What capacity does the district have to implement approaches to improve school climate and discipline? The district has two counselors, along with Alta Care available for students. The teachers have had many discussions over the past year with the MBI specialist for common rules and expectations along with enforcement. This has been a priority for the district.</p> <p>The LEA's school counselors, school/family coordinators, and interested administration and board trustees will be asked to participate in the development of improved school climate supports; key LEA staff will be asked to participate in the MBI school team.</p>
<p>What barriers exist to implementing approaches to improve school climate and discipline and how will these be overcome? All teachers and staff need to be consistent with the work completed by MBI and continue to collect and review data to update as needed. Communication with parents concerning school climate needs to be improved. This communication should focus on the positive along with those considered negative.</p> <p>Very rural, remote areas are often challenged to find quality support services; OPI will work with the LEA to support the development of institutional relationships with area organizations, as well as work with state-level organizations to develop new partnerships.</p> <p>OPI will contract with the National Coalition Building Institute in Missoula, MT to provide team-building supports for schools.</p>
<p>Action Steps/Person responsible for each step/Date each step will be done:</p> <p>It is understood that the student handbook needs three readings by the Board for any changes. This may need to be implemented sometime during the middle of the year.</p> <ol style="list-style-type: none"> 1. Hire Youth Outreach Coordinator-OPI-Completed 2. Hire Community Liaisons-OPI-pending 3. Work with MBI, NNCTC and NCBI for school opening activities-Completed 4. Develop contracts for on-going services from NNCTC & NCBI-Current 5. Develop program components for school climate-Fall, 2010 6. Implement NNCTC interventions-Fall, 2010 7. Assess program components-Spring, 2011 8. On-going supports-2011-2012
<p>Resources: Local, SIG and Federal Program funds.</p> <p>OPI; LEA; state and local organizations; research based program interventions.</p>
<p>Milestones/Assessment/Evidence:</p> <p>Consistent rules with consistent enforcement.</p>

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(D) Expanding the school program to offer full-day kindergarten or pre-kindergarten. (optional)	N/A		
Describe how the district will expand the school program to offer full-day kindergarten or pre-kindergarten.			
What capacity does the district have to expanding the school program to offer full-day kindergarten or pre-kindergarten?			
What barriers exist to expanding the school program to offer full-day kindergarten or pre-kindergarten and how will these be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			

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Milestones/Assessment/Evidence:

(4) Providing Operational Flexibility and support

(i). Required Activities

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
<p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement a fully comprehensive approach to substantially approve student achievement outcomes and increase high school graduation rates.</p> <p>Budget narrative requests funding for a 1.0 FTE business clerk. The OPI is contracting with a school finance consultant to assist the SIG schools in this area.</p>	Admin, Board, OPI, teachers, other stakeholders	August, 2010	Ongoing
<p>What different operational flexibility will the school have in relation to staffing?</p> <p>At the present time, administration makes a recommendation and the final decision rests with the Board of Trustees. With the new materials/programs for reading and math the staff has been flexibly used to cover the student's needs in the areas of reading and math.</p>			
<p>What different operational flexibility will the school have in relation to school calendars and instructional time? A committee will be established to consider flexibility in school hours and days of the week, etc.</p>			
<p>What different operational flexibility will the school have in relation to budgets?</p> <p>At the present time, the bulk of the budget (approximately 85%) is in personnel costs. SIG will infuse additional funding.</p>			
<p>What capacity does the district have to grant operational flexibility to the school?</p> <p>The district wants the school and students to succeed so any justified need for flexibility should be approved. Flexibility is limited by state law and Carnegie units.</p>			
<p>What barriers exist to granting operational flexibility to the school and how will those be overcome?</p> <p>Past practices and mind sets.</p>			
<p>Action Steps/Person responsible for each step/Date each step will be done:</p> <p>The committee will review flexible schedule options and have in place by fall 2011.</p>			
<p>Resources: Local, SIG and Federal Program Funds.</p>			
<p>Milestones/Assessment/Evidence: Decision made by school opening fall 2010.</p>			

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
<p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p> <p>This is a required part of this federal grant and all related expenses are figured into the main overall OPI budget for SIG.</p>	OPI	July, 2010	Ongoing
<p>Describe how the district will provide ongoing, intensive technical assistance a related support. Include the entity that will provide the support, key elements of the support, key personnel and key timelines in the description.</p> <p>The Lodge Grass School District will enter into a memorandum of agreement with the Montana Office of Public Instruction to provide intensive technical assistance to all stakeholders. The SEA will provide support personnel</p>			

LEA School Improvement Grants 1003(g) District Action Plan for Tier I: Transformation Model

including the transformational leader, the instructional leader, the board coach, and the community liaison. The SIG grant application includes these key personnel in the implementation of new research based interventions, staff development support, and curriculum support. The transformational leader has key responsibilities related to implementing the school improvement process, team building, SIG action plan implementation, budget assistance, and acquisition of other support resources. The instructional coach will assist staff with curriculum and instruction support, as well as assistance with all forms of student assessment, differentiating instruction, lesson planning, modeling and scheduling. The school board coach is instrumental in assisting the Board of Trustees with policies and procedures relating to the continuous school improvement process. Additionally, this individual is responsible for researching for the board members the impact of decisions on student achievement. Connecting the Board with other resources, such as the Montana School Boards Association and the NSBA will assist the Board in their role of support to increase student achievement. The community liaison will be instrumental in building connections between n community members, parents, and in district personnel. Additionally, the community liaison will assist in connecting other social service agencies and programs that will assist student overall health and well-being.
What capacity does the district have to ensure that the school receives ongoing, intensive technical assistance and related support? The Schools of Promise School Improvement Team is in place.
What barriers exist to ensure that the school receives ongoing, intensive technical assistance and related support and how will these be overcome? Staff with the qualification to ensure that school receives ongoing, intensive technical assistance and related support. All stakeholders support for the school improvement effort. State will hire technical support for school.
Action Steps/Person responsible for each step/Date each step will be done: Hiring o f Schools of Promise Transformational Leader, School Board Coach, Community Liaison, and Instructional Coach: OPI August 2010
Resources: OPI Schools of Promise Leadership Team (state level)—BJ Granbery, Mandy Smoker-Broaddus, Deb Halliday, Nancy Coleman, Sarah Pierce, and Donny Wetzel (also Courtney Peterson)
Milestones/Assessment/Evidence: Hiring of all SEA support personnel

(4) Providing Operational Flexibility and support

(ii). Permissible Activities

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA. (optional)			
Describe the new governance arrangement under which the school will be run. Board Coach would be appreciated.			
What capacity does the district have to implement a new governance arrangement for the school?			
What barriers exist to implementing a new governance arrangement for the school and how will those be overcome?			

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Action Steps/Person responsible for each step/Date each step will be done:
Resources:
Milestones/Assessment/Evidence:

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Implementing a per-pupil school-based budget formula that is weighted based on student needs. (optional)			
Describe the per-pupil school-based budget formula weighted based on student needs that will be implemented.			
What capacity does the district have to implement a per-pupil school-based budget formula that is weighted based on student needs?			
What barriers exist to implementing a per-pupil school-based budget formula that is weighted based on student needs and how will those be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

LEA School Improvement Grants 1003(g) District Action Plan for Tier I: Transformation Model

C. BUDGET AND RESOURCES

Indicate in the chart below the resources to be allocated to support the school for the current school year and all years (up to three) that will be covered by SIG 1003(g) funds. Include the detailed budget and narrative for the SIG funds for each applicable year (2010-2011, 2011-2012, and 2012-2013) in the LEA combined budget.

Please indicate the funding sources and amounts provided to support the school for each year	2009-2010 Funds	2010-2011 Funds	2011-2012 Funds	2012-2013 Funds
State Funds	1,550,522	1,374,540		
Local Funds	\$999,568	\$877,175		
SIG 1003(g) Funds	\$0	\$1,290,441		
School Improvement 1003(a) Funds				
Title I, Part A: Improving Basic Programs	\$158,490	\$376,603		
Title I, Part C: Migrant Education				
Title II, Part A: Teacher and Principal Training and Recruiting Fund	\$124,260	\$102,381		
Title II, Part D: Enhancing Education Through Technology	\$7,298	\$2,054		
Title III, Part A: English Language Acquisition	\$26,703	\$28,648		
Title IV, Part A: Safe & Drug-Free Schools and Communities	\$91,803			
IDEA Part B	\$188,058	\$101,824		
Carl Perkins	\$16,222	\$16,012		
Other:	\$58,525			
Other:	\$106,929			
Other:	\$275,768			
Other:	\$91,346/ \$23,325	\$77,465		

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Transformation Model

Describe the alignment of other resources listed above that the district will use to align with the interventions proposed in this plan:

Other Resource	Describe how it aligns with and enhances intervention
Nemont	Access dependable internet
State Grant for automation	Automation of the High School Library
BIA	Matching funds for SRO wage

Describe the plan for sustaining these efforts after the funding period ends. Include your plan for funding, hiring practices, professional development, changes in policies and practices.

Funding:
Hiring Practices:
Supporting Professional Development:
Changes made in Policies and Practices:
Other:

LEA School Improvement Grants 1003(g) District Action Plan for Tier I: Transformation Model

LEA SCHOOL IMPROVEMENT GRANTS 1003(g) Assurances and Waivers Signature Page

A. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant and must indicate which of those waivers it intends to implement.

The LEA assures that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- (4) Report to the SEA the school-level data required under section III of the final requirements.

B. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant,

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- ☐ Extending the period of availability of school improvement funds.

Name & Title of Authorized Representative

Signature of Authorized Representative

Date